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ABSTRACT

This four-part report describes Directions for Success, a school-college collaborative project between Middlesex Community College and 15 area school districts designed to provide learning disabled students and their parents with career assessment services and access to information which will enable them to make workable, long-range career plans. First, the 1985-86 annual report of the project is presented, including an introduction summarizing its second-year activities, accomplishments, and problems; changes proposed for 1986-87; and recommendations and suggestions. The next section provides a Career Assessment Model and a packet of career assessment materials for the learning disabled student. This packet includes a designated guidance counselor interview form, a special needs teacher intake form, a special needs teacher interview form, a student interview intake form, career assessment vocabulary lists, student self-assessment worksheets, career assessment resources, and a sample report form. The next section presents findings from a study conducted to gather midyear feedback from guidance counselors and special education staff from the 15 participating high schools. The final section summarizes major findings from a follow-up study of 51 1984-85 participants to determine their current activities and whether the career assessment report had helped them. (LAL)

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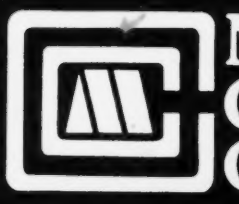

MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCESS:

Career Assessment and Planning For Learning Disabled High School Students

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1985-86

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MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCESS
1985-86 Annual Report

I INTRODUCTION

DIRECTIONS FOR SUCCESS started its second year very positively in the eyes of the high schools. We were consistent and reliable in our interaction with the high schools during our first year and they trusted we would continue to proceed in the same way. Other schools were aware of our existence. The five new schools we recruited were glad to participate.

Reactions of students, parents, and professionals to the project continue to be very positive. The project is fulfilling a need for information that high school staff have been unable to provide working alone.

Problems encountered over the year were directly related to our collaborative efforts. Three such problems have been remedied to further strengthen our working relationship with the high schools.

1. Guidance Personnel - Through the advisory group which consists of high school personnel and project/staff, we learned that guidance personnel felt left out of the career assessment process. Since our intention is not to alienate, but to include school staff in this collaborative effort, we revised the career assessment process. This change involves direct contact with guidance personnel in the form of an interview.

2. Entry into Schools - Because of the busy start of the school year, entry into the schools was delayed. To avoid this situation next year, we have secured student referrals from the high schools this spring. We will now be able to start in the schools much earlier in September and complete senior assessments so they will be more useful in making their future plans.

3. Student Referrals - The primary handicap of some students referred for career assessments was not a learning disability, but rather an emotional or adjustment problem. In order to be able to focus our services on the LD student; we have made the criteria for the students being assessed more explicit and formalized. Written guidelines have

been developed to clarify the types of LD students who would benefit from the career assessment process as it is designed. For those schools who have not referred 5 students each year, we have set that as a minimum number to participate in the project. All 15 schools will again work with us in the 1986-87 school year.

We are confidently prepared to move into year three of operation with both a strong base of information regarding post-high school opportunities for the learning disabled, and successful experience in advising LD high school juniors and seniors.

II ACCOMPLISHMENTS FOR 1985-86

We prepared a work plan that outlined objectives, activities, and timelines for completion this year. We have been submitting bi-monthly progress reports to the Board of Regents with copies to the Dean of Students.

We are pleased to report that the following objectives have been met.

1. A Job Resource File listing area entry level positions and their skill requirements will be disseminated to the high schools in the fall. A draft was disseminated to the high schools in May, 1986.

2. One part-time career counselor with special education training was added to our staff. She is employed by the project 30 hours per week.

3. Worked with an additional 5 school districts in the 1985-86 school year: Dracut, Reading, Westford, Wilmington, and Winchester.

4. Conducted a total of 69 career assessments (54 seniors, 15 juniors) in participating high schools: Arlington, Bedford, Billerica, Burlington, Chelmsford, Dracut, Lexington, Lowell, Reading, Tewksbury, Waltham, Westford, Wilmington, Winchester, and Woburn.

5. The DIRECTIONS FOR SUCCESS brochure was updated.

6. We produced the following publications and disseminated complimentary copies to participating high schools:

   * Directory of 13th year Programs for LD Students.
   * Directory of Community Based Support Services for LD Students.
   * Directory of Technical/Trade, Business Schools in Mass. and New Hampshire.
   * Listing of professional licensing exam settings that will modify procedures for the LD student.
   * Preliminary draft of a job resource file listing qualifications and skills necessary for entry level positions.
   * Updated Directory of Postsecondary Programs at two and four year colleges in New England that offer support services to the LD student.

7. All directories were made available for sale at prices that covered the cost of printing and postal charges. Approximately 160 directories were sold.

8. Planned and held a state wide conference for approximately 160 college contact people, special education teachers, and guidance high school staff from across Massachusetts.

9. We hosted four advisory group meetings, consisting of high school guidance and special education staff from 15 participating school districts.

10. Project staff attended both the statewide and national conferences for the Association of Children with Learning Disabilities and made project information available.

11. Project staff developed and piloted workshops in participating high schools regarding:

    (1) Use of the Career Assessment Model and Materials;
    (2) Surviving in College;
    (3) Job Searching Strategies.

12. Project evaluation procedures were conducted for:

    (1) Mid-Year Project Evaluation by participating high school personnel;
    (2) Follow-up Evaluation of students assessed in the 1984-85 school year;
    (3) Evaluation from student and parents regarding assessments conducted in the 1985-86 school year;
    (4) Individual interview follow-up with directors of guidance and special education in the 15 participating school districts (All four evaluations are attached).

13. Bi-monthly reports were provided to the Board of Regents.

14. Consultation regarding career assessment materials was provided to participating high school staff. A total of three consultations were completed.

15. We had planned to host a "College LD Night". This was to involve inviting all colleges in New England that offer support services. We decided it wasn't appropriate for Middlesex Community College to do this. We will talk to our advisory group in the fall about assisting the high schools if they choose to do it.

Students, parents, and high school staff have felt very positive about the project and the career assessment process. This finding is based on the mid-year evaluations by high school staff, individual parent and student evaluations gathered, and good attendance by participating schools at four advisory meetings.

I feel the project has reinforced the good feelings and working relationship Middlesex Community College has with these school districts.

III Proposed Changes for 1986-87

The following project goal and objectives are based on two key assumptions.

1. Funding for the project will enable three part-time career counselors (20-30 hours/week each) to be employed, plus provide for their travel and supplies.

2. The Project Director, a full-time college employee, will continue to supervise all project staff, coordinate the advisory group, and serve as a liaison to the Directors of Special Education and Guidance from participating schools. She will not be involved in direct services to students from participating schools.

The major goal of the project will continue to be the provision of career assessment services and access of information that will enable learning disabled students and their parents to make well informed decisions regarding "life after high school".

Key objectives are as follows:

1. Continue consultation and career assessment services to students from the 15 school districts that participated during 1985-86. We recommend not expanding the project to include additional districts so that project staff may spend more time working at the 15 high schools (see objective 5).

2. Revise the career assessment report so it is not so timely to complete. We hope school staff will be encouraged to complete assessments and reports on their own if the process is shortened.

3. Addition of one part-time career counselor (30 hours per week).

4. Conduct career assessments with only seniors in the fall. Comments from school staff, as well as our findings, show the materials to be most appropriate for senior LD students in the fall. We will work with juniors in the spring.

5. To lessen travel time and be more cost efficient we will conduct the career assessments in individual and small group sessions. This will enable us to service more students at each high school. A career counselor from the project will be placed at each school every other week for 3-4 hours. The counselor will be able to work much more closely with high school staff, conduct workshops for students and work with an estimated 10 students per school.

6. Continue bi-monthly meetings of the advisory group. Membership will include guidance and special education staff from the 15 participating schools.

7. Continue to serve as a "clearinghouse of information" by responding to written and phone requests for information, as well as inviting individuals to come to the Burlington Campus to use our materials. We plan to explore disseminating directory order information to all Directors of Guidance and Special Education in the state.

8. Host our second one day conference for LD contact people from the New England colleges and universities, and high school guidance and special education staff.

9. Disseminate to participating schools in September:

   * Job Resource File listing entry level positions in the Middlesex area and their skills necessary to qualify for these positions.

   * Admission Criteria for LD Students for Massachusetts public colleges and universities.

IV RECOMMENDATIONS AND SUGGESTIONS

One of the goals of the project is to see a closer working relationship between special education and guidance in assisting LD students in planning for life after high schools.

We hope that participating high schools will use our career assessment materials and workshops as a part of their curriculum used by special education and guidance staff. I feel that chances of this happening are much greater with project staff stationed out at high schools on a regular basis next year.

This coming year is the final year of the grant. At this time, we believe that continued outside funding would be needed for the part-time staff. Public school budgets are just too tight and chapter 766 does not easily permit passing on fees to special education students. We believe that some funding will be needed from the Regents to augment that which is contributed by Middlesex Community College.

MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCCESS

1985-86

Number of Assessments and Workshops by District

District	Number of Assessments	Number of Student Workshops	Number of Staff Workshops
Arlington	5	0	0
Bedford	5	0	0
Billerica	5	0	0
Burlington	5	0	0
Chelmsford	5	1	0
Dracut	5	0	1
Lexington	4	0	0
Lowell	5	0	0
Reading	4	3	1
Tewksbury	2	0	1
Waltham	5	0	1
Westford	5	0	0
Wilmington	5	0	1
Winchester	4	1	1
Woburn	5	0	0

The Commonwealth of Massachusetts
Middlesex Community College
Burlington Branch Campus
Terrace Hall Avenue, Burlington, MA 01803
Tel. 617-272-7342

DIRECTIONS FOR SUCCESS

Career Assessment Model and Materials

for the

Learning Disabled Student

1985-86

Linda Kaplan, Project Director

Claire Chillemi, Career Counselor

Barbara Schilling, Career Counselor

Pat Seppanen, Director
Programs for Learning Disabled

MIDDLESEX COMMUNITY COLLEGE

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ACKNOWLEDGEMENTS

We wish to thank all those who contributed to the development of these materials. In particular, we express our gratitude

to President James E. Houlihan and Dean Karen T. Rigg for their support and commitment to learning disabled students;

to the Counseling Staff of Middlesex Community College for their input regarding available career assessment materials and their continued encouragement;

to the fifty students who participated in the career assessment process during 1984-85; their excitement and commitment to the process helped make the project very rewarding for staff;

to the special education teachers and guidance staff who participated in the project and made these materials a successful starting point in the career decision making process for their students;

to Judy Magnan for her efforts in typing and preparing mailings.

INTRODUCTION

The attached career assessment materials are the result of a school-college collaborative project between Middlesex Community College and fifteen area school districts. The goal of the project is to provide learning disabled students and their parents with career assessment services and access to information which will enable them to make workable, long range career plans. Funding during 1985-86 is through the Massachusetts Board of Regents of Higher Education.

The intent of the career assessment process is to see if there are patterns and consistencies in a particular vocational or occupational area that a student may want to pursue after high school. The intent has not been to recommend to a student that they train for a specific job. We have viewed our meetings with students as the beginning of a career assessment process that will continue throughout their lives.

Professionals using the career assessment materials should be aware that a student's ideas may change many times before they leave high school. Thus, the career assessment process could be used in the sophomore, junior and senior years. It may be incorporated into their individual educational plan. In doing so, if an area of interest is consistent, the student might pursue available course work at his or her high school to see if this is what he or she is really interested in pursuing further.

Career assessment materials may also be used in conjunction with a career education curriculum. Students might be encouraged to find out about the requirements of particular occupational areas, to carry out informational interviews, or take part in internships.

The report form has been designed as a concise summary of academic skills, learning strengths and weaknesses, values, interests, and abilities, which can be helpful to

the student in searching postsecondary programs. Students can share this information with admissions counselors and support services personnel at various college and vocational schools as part of the admissions process or when they select a major and support services after admission.

A few words are in order regarding the use of the career assessment forms:

- Designated Guidance Counselor Interview Form

  Information regarding the student's PSAT and SAT scores and a summary of career assessment and postsecondary planning activities to date are obtained from an interview with the guidance counselor. A copy of the high school transcript is gathered at this time. (Page 4)

- Special Needs Teacher Intake Form

  We think either guidance or special education can take the lead in carrying out the process with a student. Cooperation between the two departments will be needed in order to develop a full picture of the student. Special education staff input will be needed regarding academic support service needs. (Pages 5 - 8)

- Special Needs Teacher Interview Form

  Information regarding specific behavioral characteristics of the student was obtained from an interview with the special needs teacher. Information from the completed Special Needs Teacher Intake Form was confirmed at this time. If you are the person conducting the assessment, as well as the special education teacher, then complete both. (Page 9)

- Student Interview Intake Form

  Our first contact with the student was at this point. The interviewer should record all answers. If a student needs more of an explanation to answer questions, comments for the interviewer to use are on the right hand side of each page. The interview took from twenty-five to forty-five minutes. (Pages 10 - 16)

- Career Assessment Vocabulary Lists

These are taken from the Harrington-O'Shea Career Decision Making System. The student should be familiar with these vocabulary words before he or she continues with the remaining assessment materials. Being aware of the vocabulary words will assist students in answering the questions on the self-assessment sheets and the Harrington-O'Shea. (Pages 17 - 18)

- Student Self-Assessment Worksheets

These worksheets will need to be individually explained to the student. If a student is unable to read the statements the interviewer may need to read them. The answers are then filled in by the student. The student's values, interests, perception of their abilities and writing ability are being assessed. The student should be encouraged to write in complete sentences on the Dream Worksheet, since it is a good way of finding out how they express themselves. The self-assessment sheets, when read to the student, took approximately forty-five minutes. (Pages 19 - 29)

- Career Assessment Resources

During the year 1984-85, we used the Harrington-O'Shea Career Decision Making System. We read the entire booklet to the student as they recorded the answers. In a small group situation or individually, a tape could be used which is available for sale. In reading the 120 statements of activities to the student, we had them use a large index card to keep their place in recording answers. If the student's reading ability is adequate, they could read it themselves. The Harrington-O'Shea took from thirty to forty-five minutes to administer. The other tests listed on the Career Assessment Resource list give you an idea of other materials that can be used. We will expand our use of different testing instruments in the 1985-86 school year. (Page 30)

- Sample Report Form

This form is used to record information gathered from the student, as well as school staff. The last page is set up to summarize patterns and consis-

tencies (or inconsistencies) of student interests, values and abilities. (Pages 31 - 35)

Recommendations are made regarding the following:

- occupational areas
- types of programs to explore (e.g. vocational/technical, two year college, four year college)
- support services needed
- how support services may be obtained (e.g. tutoring, individualized instruction, auxiliary services).

All recommendations consider the particular learning disability of the student, including their functional strengths and weaknesses.

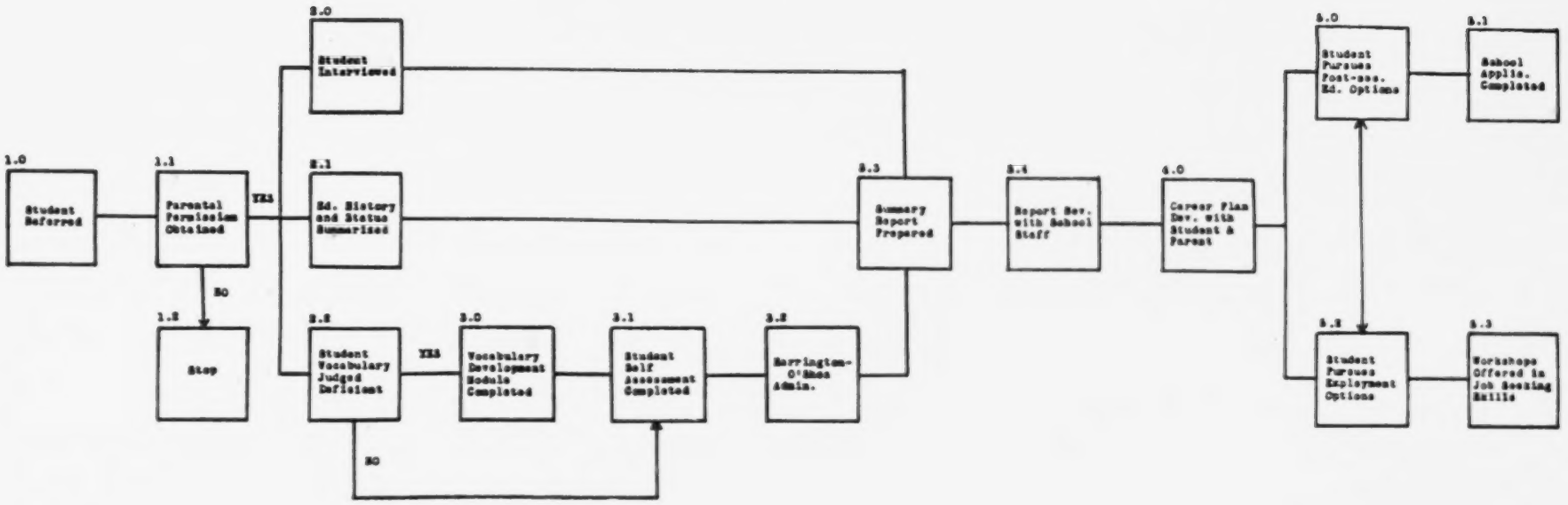
The career assessment process required us to meet with each student at least three times. We feel that this process led them to start thinking seriously about their future. Many students are now considering postsecondary training and education as an option open to them. Many are now considering taking the report with them to admissions offices because it told a lot about them in a concise report.

We would be interested in knowing about the quality of the career assessment model and whether the career assessment materials are valid and useful in assessing a learning disabled student's career needs. Your comments will be used in future revisions of the career assessment materials.

DIRECTIONS FOR SUCCESS: Career Assessment and Planning

with Learning Disabled High School Students

Career Assessment and Planning Activity Flow



PRE-INTAKE INTAKE ASSESSMENT PLANNING IMPLEMENTATION

BEST COPY AVAILABLE

DIRECTIONS FOR SUCCESS: Career Assessment and Planning
With Learning Disabled High School Students

CAREER ASSESSMENT PROCESS
OVERVIEW OF STUDENT DATA GATHERING

PROCESS AND PURPOSE	INFORMATION GATHERED	HOW GATHERED	PERSON RESPONSIBLE
1. Pre-intake Information *Obtain permission to formally test student	*Permission to test form	School form mailed to parents	Special Needs Teacher/H.S.
*Obtain educational history	*Release of school records form	Students take home school form	Designated Guidance Counselor/H.S.
2. Intake Process *Explain project *Obtain background information *Obtain information regarding educational history and present educational performance	Background: *Personal background information *Feelings about school *General interests *General abilities *General values *Specific job history *Job interests *Jobs responsible for at home-likes/dislikes *Work or activity skills outside of school *Leisure time, sports, hobbies *Student perception of academic strengths and weaknesses *Self-awareness of learning strengths and weaknesses *Limitations caused by learning disability *What student wants to do after H.S. *General career interest *General goals and expectations for life after H.S.	Interview with student	MCC Project Counselor/H.S.

PROCESS AND PURPOSE	INFORMATION GATHERED	HOW GATHERED	PERSON RESPONSIBLE
	Educational Performance: *High school transcript *SAT scores *School attendance *School behavior *Career assessment and post-secondary activities to date	Project developed questionnaires	MCC Project Counselor interviews designated Guidance Counselor/ H.S.
	*Service plan provided on I.E.P. *Learning strengths and weaknesses *Compensatory skills *Reading level *Math level *Writing level *Ability to do grade level work with support *Description of H.S. course background *General level of courses *Academic behaviors (study skills, motivation, interest) *Personality traits (maturity, willingness to accept responsibility)	Project developed questionnaires	Special Needs Teacher/H.S.
	*School behavior *School adjustment *Social behavior with peers and adults *Teacher's career goals/expectations	Project developed questionnaires	MCC Project Counselor interviews Special Needs Teacher/H.S.
3.1 Student Self Assessment Assess student's interests, abilities and values toward post-secondary education or employment	*Student's interest *Student's abilities *Student's values *Work or activity skills outside H.S. *Dream job	Published assessment instruments (may be revised)	Options: *Student completes independently *Teacher assisted *MCC Counselor
3.2 Formalized Career Assessment Test Same as 3.1	*Specific career interests	Career-Decision Making System (Harrington-O'Shea)	MCC Project Counselor/H.S.
3.3 Summary Report *Obtain career plan	*Summary of intake and self-assessment	Assimilation of all materials in a written report	MCC Project Counselor/MCC

MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCESS: Learning Disabilities
School-College Collaborative

Designated Guidance Counselor

Interview Form

Student _____ Date _____

School _____ Counselor _____

Interviewer _____

1. Record PSAT scores

Verbal _____
Math _____
Not taken _____

Record SAT scores

Verbal _____
Math _____
Not taken _____

2. Has this student had an attendance problem in the past? yes no

If yes, please comment:

_____

_____

_____

3. Summarize career assessment and postsecondary activities this student has participated in to date.

_____

_____

_____

_____

4. High school transcript is attached.

5. Additional comments:

_____

_____

_____

_____

The Commonwealth of Massachusetts
Middlesex Community College
Burlington Branch Campus
Terrace Hall Avenue, Burlington, MA 01803
Tel. 617-272-7342

TO: Special Needs Teachers

FROM: Linda Kaplan, Director
Learning Disabilities School-College Collaborative

RE: Special Education Records Information

As part of the intake process in the career assessment and planning program, it is necessary to find out specific information concerning the student's learning disability and educational history. This information will be collected in two ways:

1. Project developed questionnaire completed by the special needs teacher

2. Interview with the special needs teacher by the MCC project staff

The attached questionnaire will need to be completed first, on each student participating in the project. It is very important that each question be answered as completely as possbile, so a thorough career assessment can be obtained. The interview with the MCC project staff will occur when all five questionnaires have been completed.

Please complete this questionnaire by _____ and return to _____.

I would like to take this opportunity to thank you for your participation in the project.

MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCESS: LEARNING DISABILITIES SCHOOL-COLLEGE COLLABORATIVE

Special Needs Teacher Intake Form

Student's Name: _____

School: _____ Grade: _____

Form Completed By: _____ Date of Birth: _____

Please answer every question.

1. Explain the service plan provided on the student's I.E.P.: (Please address how often they attend a resource room or learning center, if it is a supportive service and/or for academic classes)

_____

_____

_____

2. Describe the student's learning disability in terms of their learning strengths and weaknesses. Please include the areas of reading skills, reading comprehension, math skills, verbal expression and written expression as well as perceptual strengths and weaknesses:

Learning Strengths: _____

_____

_____

Learning Weaknesses: _____

_____

_____

Compensatory Skills: _____

_____

_____

3. If known, please give the following information:

a. Reading Comprehension Level: _____

If not known, are their reading comprehension skills functional (at least sixth grade level)? _____

b. Please check if the student has the following skills:

	yes	no
Basic Math Skills	____	____
Algebra	____	____
Geometry	____	____

Comments: _____

_____

_____

c. Comment on the student's writing ability: Include information on spelling, ability to write complete sentences and to formulate a paragraph:

_____

_____

_____

_____

4. Please comment on the student's following academic behaviors:

Study Skills: _____

_____

Motivation: _____

_____

Interest: _____

_____

5. Describe the general level of courses the student has taken, whether they are remedial, college track, or other:

_____

_____

6. Describe the student's course background, as to whether most classes were taken in the mainstream or taken under Chapter 766, during their high school career:

_____

_____

7. Is the student able to do grade level work with support? yes no

8. If this student chooses to pursue postsecondary education, will the student require supportive services? yes no

a. If yes, how often:

less than three times a week _____

three times a week or more _____

daily _____

substantially separate program _____

b. If yes, for how long:

1 year ___ 2 years ___ 3 years ___ 4 years ___

9. Any additional comments:

_____

_____

_____

MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCESS: LEARNING DISABILITIES SCHOOL-COLLEGE COLLABORATIVE

Special Needs Teacher Interview Form

Student: _____ Date: _____

School: _____ Teacher: _____

Interviewer: _____

1. Please comment on this student's following personality characteristics:

   Maturity: _____

   _____

   Dependability: _____

   _____

   Acceptance of Responsibility: _____

   _____

   Dealing with Criticism: _____

   _____

   Confidence: _____

   _____

   Commitment: _____

   _____

   Determination: _____

   _____

2. Please comment on the student's general school adjustment and behavior:

   _____

   _____

3. Please comment on the student's relationship with the following:

   Peers: _____

   _____

   Adults: _____

   _____

4. What are your career goals or expectations for this student?

   _____

   _____

   _____

   _____

MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCESS: Learning Disabilities School-College Collaborative

Initial Intake Form: Student Interview

Personal Background Information

1. Name _____
   (Last) (First) (Homeroom #)

2. Address _____
   (Number and Street)

   _____
   (City) (State) (Zip Code)

3. Home Phone: _____ Circle Grade Level 9 10 11 12

4. What do you enjoy doing?

   _____

   _____

   _____

5. What do you do well?
   Name three things you do well?

   _____

   _____

   _____

Interviewer's Comments

1. Tell me a little about yourself.

4. Could be gardening, cooking, painting, skiing, photography, etc.

5. No matter who you are there are things you do well and things that just aren't for you. Maybe you're well-organized, mechanically inclined, like talking with people, are a puzzle-solver, or you work well with children.

Personal Background Continued

6. What do you value? What's important to you?
List three things you value the most:

1. _____

2. _____

3. _____

7. What are you proud of?

Name three things that make you proud:

1. _____

2. _____

3. _____

8. Who do you admire?

Name three people you admire most and tell me why:

1. _____

_____

2. _____

_____

3. _____

_____

Interviewer's Comments

6. Some things you might value are: security, independence, variety, power, leadership, comfort, status, popularity, money, service, challenge.

7. Maybe it's how you dress, drive or dance, how you handle people, something that you made or built, or a job you did well.

8. We all look up to someone-even try to imitate them at times.

Personal Background Continued

9a. Where are your favorite places?
Where I like to be:

1. _____

2. _____

3. _____

9b. Where I don't like to be:

1. _____

2. _____

3. _____

10a. What do you do in your leisure time when you are not in school?

_____

_____

10b. List sports which you participate in:

_____

_____

10c. List hobbies you have:

_____

_____

10d. List clubs and groups you belong to:

_____

_____

Interviewer's Comments

9. We all have places where we feel comfortable and places where we don't. Think about the kind of surroundings you enjoy. Think about the kind of surroundings you don't enjoy.

Work Experience

Interviewer's Comments

11. If you now have a part-time job tell me about it? Also tell me about any previous employment.

Name & Location Of Employer	Position Held	Duties Performed	Dates

-13-

12. Have you done any volunteer work? If yes, what?

_____

_____

12. Any summer projects or jobs?

13. What jobs are you responsible for at home?

_____

_____

_____

13. Which ones do you like? Which ones do you dislike?

Education-Learning Style

Interviewer's Comments

14. How do you feel about school?

15. What are your favorite subjects?

15. See if there is a pattern.

16a. What do you feel are your learning or academic strengths?

16. How do you learn best- by seeing something or hearing it? Do you need to write things down to remember them? Do you have trouble reading, with math, remembering things, expressing yourself?

16b. What do you feel are your learning or academic weaknesses?

Education-Learning Style

17. How does your difficulty in learning limit you in school?

_____

_____

_____

Interviewer's Comments:

17. Can you keep up with the class, homework? Do you take oral tests? Does your written work need to be proofread for spelling errors?

Career Goals

18. What do you want to do after high school?

_____

_____

_____

18. Work or school? If no response, ask them what they don't want to do.

19. What job fields or areas of study do you wish to explore or enter after completing high school?

Job Fields _____

_____

Areas of Study _____

_____

20. What are your general future goals?

_____

_____

_____

20. When they are 25 or 30 years old?

Career Goals

Interviewer's Comments

21. If you had your choice of any particular job in the world, what would it be?

Ideal or dream job: _____

_____

_____

21. Dream a little.

Date of Interview: _____

Interviewer: _____

Length of Interview: _____

CAREER ASSESSMENT VOCABULARY

Students should be aware of the following vocabulary of abilities and values before they are administered the self-assessment sheets and the Harrington-O'Shea Career Decision Making System.

Abilities

ARTISTIC ABILITY - drawing, decorating, designing, painting

MUSICAL ABILITY - singing, playing a musical instrument, writing music, dancing

COMPUTATIONAL ABILITY - speed and accuracy in working with numbers

MATH ABILITY - solving math problems and understanding arithmetic reasoning

SCIENTIFIC ABILITY - doing lab experiments and understanding scientific principles

LANGUAGE ABILITY - writing, speaking, using correct English grammar

MECHANICAL ABILITY - working with machines or tools, repairing things, and understanding how things work

MANUAL ABILITY - working with your hands as in physical work or sewing and knitting

SPATIAL ABILITY - seeing differences in size, form, and shape and visualizing their relationships

SOCIAL ABILITY - getting along with others, ability to work with people, considered friendly by others

TEACHING ABILITY - helping others learn, instructing people to perform an activity

PERSUASIVE ABILITY - able to talk easily with people, to influence others, to sell a product or service

LEADERSHIP ABILITY - leading group activities, able to get things started, others usually look to you for help in getting things done

CLERICAL ABILITY - typing, operating business machines, shorthand, providing or collecting information either in person or by telephone, accurate record keeping

Values

JOB SECURITY - having a steady job from which you are unlikely to be fired

PRESTIGE - having a job which gives you a great deal of status and respect

GOOD SALARY - being well paid for your work

HIGH ACHIEVEMENT - being able to do things of importance or to succeed on a job that is difficult

ROUTINE ACTIVITY - work that is uncomplicated and organized with the same tasks repeated frequently

VARIETY-DIVERSION - having the chance to do many different things and not do boring work

CREATIVITY - having a job where you can use your imagination and be inventive

WORKING WITH YOUR MIND - work that offers intellectual stimulation and allows use of your mental capabilities

INDEPENDENCE - work what lets you be your own boss, follow your own convictions, and do the job the way you want without someone watching over you.

WORKING WITH PEOPLE - working in close contact with people, being able to comfort and assist others through your work

LEADERSHIP - being responsible for and directing the work of others, making decisions affecting others, and managing

PHYSICAL ACTIVITY - work that calls for moving about and using physical strength

WORK UNDER SUPERVISION - working under the direction of others, being told what to do

WORK WITH YOUR HANDS - having a job where you can use your hands, machines, or tools to make or repair things

Taken from the Harrington-O'Shea Career Decision-Making System.

MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCESS:

LEARNING DISABILITIES SCHOOL-COLLEGE COLLABORATIVE

STUDENT SELF-ASSESSMENT WORKSHEETS

Directions: The following pages contain student activity worksheets to assess the student's values, interests, abilities, and ideal or dream job. Some students may be able to work on them on their own, if their reading ability is strong and they have the acquired knowledge of the vocabulary. Many students may need some assistance in defining the terms used. Other students will have to have each question read to them. Please use these sheets appropriately, as we want to assess their values, interests, and abilities, not their inability to read or understand the material.

WORK VALUES

RATING SATISFACTIONS FROM WORK

The following list describes a wide variety of satisfactions that people obtain from their jobs. Look at the definitions of these various satisfactions and rate the degree of importance that you would assign to each for yourself, using the scale below:

1 = Not important at all

2 = Not very important

3 = Reasonably important

4 = Very important in my choice of career

____ Help Society: Do something to contribute to the betterment of the world I live in.

____ Help Others: Be involved in helping other people in a direct way, either individually or in small groups.

____ Public Contact: Have a lot of day-to-day contact with people in visible settings.

____ Work with Others: Have close working relationships with a group; work as a team toward a common goal.

____ Affiliation: Be recognized as a member of a particular organization or department.

____ Friendships: Develop close personal relationships with people as a result of my work activities.

____ Competition: Engage in activities which put my abilities against others where there are clear win-and-lose outcomes.

____ Make Decisions: Have the power to decide courses of action, policies, etc.

____ Work Under Pressure: Work in situations where time pressure is prevalent and/or the quality of my work is judged critically by supervisors, or others.

____ Power and Authority: Control the work activities or some aspect of the destinies of other people.

____ Influence People: Change attitudes or opinions of other people or alter their behavior.

____ Work Alone: Do projects by myself, without any significant amount of contact with others.

1 = Not important at all

2 = Not very important

3 = Reasonably important

4 = Very important to my choice of career

____ Knowledge: Engage myself in the pursuit of knowledge, truth and understanding

____ Intellectual Status: Be regarded as a person of high intellectual ability or as one who is an acknowledged "expert" in a given field of knowledge.

____ Artistic Creativity: Engage in creative work in any of several art forms.

____ Creativity (general): Create new ideas, programs, organizational structures or anything else not following a format previously developed by others.

____ Aesthetics: Be involved in studying or appreciating the beauty of things, ideas, etc.

____ Supervision: Have a job in which I am directly responsible for the work done by others.

____ Change and Variety: Have work responsibilities which frequently change in their content and setting.

____ Precision Work: Work in situations where there is very little tolerance for error.

____ Stability: Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.

____ Security: Be assured of keeping my job and a reasonable financial reward.

____ Fast Pace: Work in circumstances where there is a high pace of activity; work must be done rapidly.

____ Recognition: Be recognized for the quality of my work in some visible or public way, so that people are aware of my accomplishments.

____ Excitement: Experience a high degree of (or frequent) stimulation in the course of my work.

____ Adventure: Have work duties which involve frequent risk-taking.

____ Profit, Gain: Have a strong likelihood of accumulating large amounts of money or other material gain.

1 = Not important at all

2 = Not very important

3 = Reasonably important

4 = Very important to my choice of career

____ Independence: Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to.

____ Moral Fulfillment: Believe that my work is contributing significantly to a set of moral standards which I feel are very important.

____ Location: Find a place to live (town, geographical area) which is conducive to my lifestyle and affords me the opportunity to do things I enjoy most.

____ Community: Live in a town/city where I can get involved in local programs and issues.

____ Physical Challenge: Have a job that makes physical demands which I would find rewarding.

____ Time Freedom: Have work responsibilities which I can do according to my own time schedule; no specific working hours required.

Now look through the previous sheets and choose four of the Work Values which are most important to you and write them on the lines below:

_____

_____

_____

_____

Student's Name: _____

This material on Work Values was taken from Path-A Career Workbook for Liberal Arts Students, by Howard E. Figler.

CAREER RELATED INTERESTS

Check the one thing you like to do in each section. In the example, "repair MACHINERY" is checked. Check what you like to do best in each category.

MACHINERY

___assemble	T
___sell	DPT
___operate	D
_X_ repair	DT

PETS		HOTELS		CARS	
___direct feeding	DPT	___decorate	DPT	___repair	DT
___raise	DT	___maintain	T	___sell	D
___look after	P	___keep records	D	___assemble	T
___train	DP	___make reservations	P	___manage employees	DP

AIRPLANES		CHILDREN		COMPUTERS	
___assemble	T	___build models	DPT	___sell	DP
___service passengers	P	___help them	P	___program	D
___pilot	DT	___assemble toys	T	___assemble	T
___navigate	D	___teach	DP	___punch cards	DT

MEALS		CLOTHES		TV SHOWS	
___serve	P	___merchandise	DP	___write	D
___design recipes	D	___sew	T	___act in	DP
___manage employees	DPT	___make pattern	DT	___film	DPT
___set & clear table	T	___create	DPT	___broadcast	DT

FOOD		NEWSPAPERS		ADVERTISING	
___sell	P	___keep records	D	___write	D
___design nutrition program	DP	___interview	P	___lay-out	DPT
___advertise	D	___write news	DP	___photograph	DT
___package	T	___printing	DT	___sell space	P

HOSPITAL PATIENTS		HOUSES		TYPEWRITERS	
___keep records	D	___paint apts.	T	___design	DP
___counsel	P	___decorate	DPT	___operate	DT
___treat	DP	___sell	DP	___sell	P
___operate on	DPT	___keep accounts	D	___repair	T

Now tally the total number of D's, P's, DPT's, etc. and list below:

TALLY TOTAL	
	D____
	P____
	T____
	DP____
	DT____
	DPT____

Student's Name: _____

ABILITIES

SELF-EVALUATION OF ABILITIES

Look through the Abilities categories which are defined on the following pages and evaluate yourself on each of these according to the following scale:

1 = No ability at all

2 = Some ability

3 = Definite, strong ability in this area

When evaluating your abilities, do not compare yourself with anyone else; just rate yourself according to your best estimate of your capability.

Self-rating (1 to 3)		
	Verbal - Persuasive	
____	Writing:	Express myself well in written forms of communication.
____	Talking:	Relate easily to people in ordinary conversational settings.
____	Speaking:	Able to deliver a talk or address to an audience.
____	Persuading:	Able to convince others to believe something that I hold to be true.
____	Selling:	Able to convince others to buy a product I am selling.
____	Dramatic:	Able to portray ideas or stories in a dramatic format.
____	Negotiating:	Able to bargain or discuss with a view toward reaching agreement.
	Social	
____	Social Ease:	Relate easily in situations which are social in nature, (e.g., parties, receptions, etc.).
____	Dealing with Public:	Able to provide information, service or help to many types of people.
____	Good Appearance:	Dress presentably and appropriately for a variety of situations or group occasions.
____	Accepting Negative Feedback:	Able to cope with criticism.
	Numerical	
____	Computational Speed:	Able to use numbers rapidly and accurately without the aid of a mechanical device, such as a calculator.

1 = No ability at all

2 = Some ability

3 = Definite, strong ability in this area

Numerical Continued

____ Working with Numerical Data: Comfortable compiling, interpreting and presenting numerical data.

____ Solving Problems: Able to solve word problems with numbers without the aid of a computer or a calculator.

____ Computer Use: Able to use electronic computers to solve problems, have knowledge of programming, computer capabilities, etc.

Investigative

____ Scientific Curiosity: Able to learn scientific information and investigate events.

____ Research: Gather information in a systematic way for a particular field of knowledge in order to establish certain facts.

____ Technical Work: Work easily with practical, mechanical or industrial aspects of a particular science, profession or craft.

Manual - Physical

____ Mechanical Reasoning: Able to understand the ways that machinery or tools operate and the relationship between mechanical operations.

____ Manual Dexterity: Skilled in using one's hands.

____ Spatial Perception: Able to picture what something will look like when it is put together by just looking at it. (e.g. rearranging furniture in a room with your eyes, without moving the furniture).

____ Physical Stamina: Physically resistant to fatigue, hardship and illness.

____ Outdoor Work: Familiar with the outdoors; able to work outdoors without encountering obstacles.

Creative

____ Artistic: Able to create works of art; keenly sensitive to values of beauty.

____ Imaginative with Things: Able to create new ideas and forms with various physical objects.

1 = No ability at all

2 = Some ability

3 = Definite, strong ability in this area

Creative Continued

____ Imaginative with Ideas: Able to create new ideas and programs by looking at elements of behavior in new ways; able to merge abstract ideas in new ways (e.g. create a new game).

Working with Others

____ Supervising: Able to oversee, manage or direct work of others.

____ Teaching: Able to help others learn how to do or understand something; able to provide knowledge or insight.

____ Coaching: Able to instruct or train an individual to improve his or her performance in a specific area.

____ Counseling: Able to engage in a direct helping relationship with another individual in situations where the person's concern is not solvable through information-giving or advice.

Managerial

____ Organization and Planning: Able to plan a group activity that requires you to coordinate the assignments for people and the materials needed to carry out the activity (e.g. planning a fund raising activity).

____ Orderliness: Able to arrange items in a systematic, regular fashion so that such items or information can be readily used or retrieved.

____ Handling Details: Able to work with a great variety and/or volume of small tasks that are part of the larger project without losing track of any items in the total situation.

____ Making Decisions: Comfortable in making judgments or reaching conclusions about matters which require specific action; able to accept the responsibility for the consequences of such actions.

Of the Abilities you have rated for yourself, which do you believe represent your most prominent strengths? Choose whichever of these are your most outstanding Abilities and write them below:

_____

_____

_____

_____

_____

_____

Student's Name: _____

This material on Abilities was taken from Path-A Career Workbook for Liberal Arts Students, by Howard E. Figler and adapted to be used with learning disabled students. Some of the definitions have been reworded with examples added.

Dream a little...

1. If you were free and could do any kind of work you wanted, what would it be? Dreaming, ignore all possible barriers. Do not be concerned whether you have the ability or the education required. Write down what you would really like to do. Be as specific as possible.

2. Close your eyes for two or three minutes. Imagine that you are in the situation or occupation you have named. Where are you? Describe the work setting (office, factory, school, business, etc.). Describe the geographic location (city, suburbs, country, indoors, outdoors, etc.).

3. What are you doing? Describe your activities. What are your duties?

4. Consider the people you work with. Describe your interaction with them (how you work together and get along).

_____

_____

_____

_____

5. What specific skills are you using? (For example, organizing, managing, supervising, typing, writing skills, etc.)

_____

_____

_____

_____

6. What makes you feel really good about this kind of work?

_____

_____

_____

_____

Student's Name: _____

CAREER ASSESSMENT RESOURCES

Harrington-O'Shea Career Decision Making System.
Available from American Guidance Service,
Publishers Building, Circle Pines, MN 55014

Comments: This is a systemized approach to career decision making that integrates five major dimensions in choosing a career-abilities, job values, future plans, subject preferences, and interests. This was chosen because of its visual layout and because it describes activities involved in different occupations which made it very understandable to the learning disabled student. In cases where the student's reading ability was not adequate, it was easily read to them.

* Reading Free Vocational Interest Inventory (R-FVII).
Available from Harvest Educational Labs
73 Pelham Street, Newport, RI 02840

Comments: This non-reading vocational preference test may be useful with special students from 13 to adult. R-FVII may be administered to groups of individuals within 20 minutes.

* Wide Range Interest-Opinion Test.
Available from Publishers Test Service
2500 Garden Road, Monterey, CA 93940-5380

Comments: The WRIOT is designed to determine interests and attitudes of individuals regardless of age, sex, mental ability, cultural background or educational level. The test does not require reading or language understanding.

* Career Guidance Inventory in Trades, Services and Technologies.
Available from Publishers Test Service
2500 Garden Road, Monterey, CA 93940-5380

Comments: This is a special interest inventory designed for students who are not planning on four or more years of college

* Assessment materials to be incorporated into use in lieu of Harrington-O'Shea when appropriate.

This is a partial list of materials, not intended as an exhaustive list of materials appropriate for use with learning disabled students.

The Commonwealth of Massachusetts
Middlesex Community College
Burlington Branch Campus
Terrace Hall Avenue, Burlington, MA 01803
Tel. 617-272-7342

DIRECTIONS FOR SUCCESS:
A LEARNING DISABILITIES SCHOOL-COLLEGE
COLLABORATIVE PROJECT

Career Assessment Summary Report

for_____

The attached report represents a summary of information regarding your values, interests, current abilities, school performance, learning strengths and weaknesses.

Information was collected from September through November, 1986 through individual and small group student interviews and the completion of the Harrington-O'Shea Career Decision Making System. Your special needs teacher was also asked to summarize information regarding your school performance. Your guidance counselor provided a high school transcript and information regarding postsecondary planning.

Please remember that the purpose of this report is to assist you in beginning your career planning process. We hope that you will consider and further explore the options outlined at the end of this report.

Respectfully submitted,

MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCESS

CAREER ASSESSMENT SUMMARY REPORT

Student:_____ School:_____

Report Prepared By:_____ Date:_____

SCHOOL STAFF INPUT

OVERALL AVERAGE:

PSAT Scores: Math____ Verbal____ Timed____ Untimed____
SAT Scores: Math____ Verbal____ Timed____ Untimed____

PROGRAM:

Key Strengths

Academic Related:

Social:

Key Weaknesses

Academic Related:

Social:

Achievement

Reading Level/Test Used/Date:

Math Level/Test Used/Date:

Services Provided Under Chapter 766

Direct:

Compensatory:

Recommendations of School Staff for Postsecondary Education, Training, or Employment

Learning Strengths:

Learning Weaknesses:

Compensatory Strategies:

Abilities:

Interests:

Work Related Values:

Postsecondary Plans:

HARRINGTON-O'SHEA SUMMARY PROFILE

1. Stated Occupational Preferences

2. Subject Preferences

3. Future Plans

4. Job Values

5. Abilities

6. Interests Scale Scores

Crafts	Scientific	The Arts
Social	Business	Clerical

7. Career Clusters Suggested for Exploration

HIGH SCORING CAREER CLUSTERS*	STUDENT RESPONSES CONSISTENT WITH THE CAREER CLUSTER	STUDENT RESPONSES INCONSISTENT WITH THE CAREER CLUSTER

*Suggested for exploration from Harrington-O'Shea

General Impressions:

Types of Programs to Explore and Recommended Support Services:

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Tel. 617-272-7842

DIRECTIONS FOR SUCCESS: A School-College Collaborative Project

Midyear Project Feedback
1985-86

Background

Guidance counselors and special education staff from 15 participating high schools were asked to assist in improving project services by completing a written feedback form. Forms were distributed at a bimonthly advisory group meeting that is usually attended by at least one special educator and one guidance counselor from each high school. Forms were completed and returned in the mail during the months of February and March. A total of 26 individuals from 15 school districts returned completed forms.

Major Findings

Overall, responses by school staff were very favorable. All respondents indicated that the project at least met their expectations. Twenty of the 26 respondents indicated that the project exceeded or greatly exceeded their expectations.

Only in isolated cases did school staff indicate a project procedure or process did not meet their expectations. Therefore, advisory group members will be asked to further discuss and brainstorm possible ways of improving the following procedures at their next meeting:

* Initial explanation of project to school district staff;
* Selection of students for participation;
* Initial explanation of project to students;
* Time schedule of student appointments;
* Availability of project staff to school staff.

Interestingly, four school staff indicated the feedback from students during the assessment process did not meet their expectations. It is unclear if students expressed dissatisfaction with the assessment process or if they just did not give their teachers/guidance counselors enough feedback. Advisory group members will be asked to comment on this point at their next meeting.

Linda Kaplan, the project director, will be meeting individually with directors of special education and directors of guidance to begin planning for the 1986-87 school year. She expects to share the mid-year project feedback and discuss the following topics with the directors:

* Interest of district staff in continuing the collaborative relationship next year;
* Clarification of the type of student best served through the career assessment and ways to generate more referrals from school staff;
* Options for alternative--more cost efficient--ways of assisting LD students to plan for life after high school;
* Starting project services in the high schools earlier (mid-September);
* Any issues of interest to the directors of guidance or special education.

The above topics will also be discussed with advisory group members.

MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCESS

Midyear Project Feedback

Participating school staff were asked to assist in improving project services by completing a written feedback form. Forms were completed and returned in the mail during the months of February and March. A total of 26 individuals from 15 school districts returned completed forms.

1. Position titles of respondents:

Guidance Counselor	6
Director of Guidance	2
Special Education Teacher	7
Special Ed. Administrator	1
Other	10

(includes diagnostic/prescriptive teachers, coordinators, generic specialist, tutors, and a guidance intern)

2. Was your school district involved in the Directions For Success project last year?

Yes	21
No	5

3. Would you like your school district to continue involvement in the project next year?

Yes	26
No	0
Not Sure	0

Comments attached.

4. Check the project publications you have used or referred to in your work with students.

Career Assessment Materials	12
Directory of Colleges & Universities Offering Support Services or Special Programs for LD Students	24
Directory of Trade & Technical Schools Offering Support Services for LD Students	18
Directory of 13th Year Programs	4
Adaptations in Licensing Exam Procedures	3
Directory of Community Services	6

Comments regarding usefulness of project publications are attached.

5. Please evaluate project procedures and processes using the following rating scale:

5 = Greatly exceeds my expectations
4 = Exceeds my expectations
3 = Meets my expectations
2 = Below my expectations
1 = Far below my expectations
0 = No basis to comment (or no comment)

Procedure or Process	5	4	3	2	1	0
a. Initial explanation of project to you by staff.	4	9	12	0	1	0
b. Selection of students for participation in project.	3	5	14	1	0	3
c. Initial explanation of project to students by project staff.	3	8	9	1	0	5
d. Time schedule of appointments to meet with students.	6	9	7	1	0	3
e. Clarity and thoroughness of teacher intake form.	5	8	11	0	0	2
f. Number of meetings necessary to complete assessment with student and teacher.	3	5	13	0	0	5
g. Career assessment report results.	9	6	7	0	0	4
h. Feedback from students during assessment process.	1	6	10	4	0	5
i. Availability of project staff to you.	6	11	7	1	0	1
j. Project staff contact with parents to schedule meetings.	6	3	5	0	0	12
k. Overall impression of the project.	10	10	6	0	0	0

COMMENTS

Comments in response to question regarding continued involvement in the project next year.

- This has been a very worthwhile service for our students.
- Mrs. Schilling especially with her skill and warm personality has been good with the students concerned.
- This project is enlightening, supportive, and valuable to LD students.
- I found the program extremely beneficial to the students. In fact, I would like to see the program expanded so more students can take advantage of it.
- This is an excellent program. It was a pleasure working with Claire Chillemi for the benefit of our seniors. I hope it continues next year.
- Largely for our college bound LD kids.
- Great benefits to students - - professionally handled -- very impressed.
- It's an interesting and worthwhile experience for the students.
- Been helpful to students.
- I feel the students are more appreciative of an assessment done by an independent agency rather than by their own school/LD specialist.
- Excellent project. Extremely helpful.
- A wonderful opportunity for students to correlate areas of interest with areas of aptitude in the identification of career goals.
- We find it valuable although the level of student interest in participating has been somewhat disappointing.

- The project seems very well organized. Material printed and information given has provided a much needed service.

- This project has benefitted many students.

- Outstanding - - please continue.

- The project has been extremely helpful for me and my students. It's a real nice structural approach that makes the whole process of life after high school bearable.

- Again, I was not contacted by the project staff except to fill out a form regarding testing results/grades. A more coordinate effort would be useful to avoid duplicating services to students. I would have appreciated updates and/or the results of surveys as they came in.

- I feel that it organizes a student's strengths, weaknesses, and interests, but I am curious if it will actually be used in future placement.

- On the whole, we, at Wilmington High found participation in the project extremely helpful in terms of identifying realistic postgraduate placements for our students. Ms. Chiliemi was very professional in her approach.

Comments regarding usefulness of project publications.

- Very comprehensive.
- Very useful. Although I did not have much need to use them last year, it was comforting to know they were/are available.
- Helpful.
- Fantastic resource; but population at the junior and senior levels is relatively small, so have used materials four times only.
- An invaluable resource for students, parents, counselors, and teachers.
- Complete and useful reference - best I have seen.
- Having these resources has been very helpful.
- Great resource.
- They are very useful, though I, myself have had to rely on Barbara's involvement with the students.
- As the publications have become available to the department, they have increasingly been used by members of the department.
- Very helpful in guiding parents.
- The publications have proven beneficial as a source of contact people for me as well as students.
- Extremely useful and valuable.
- They are fantastic and very needed in the field. Your output is astounding.
- Super!
- Any material which provides information for LD students is helpful.
- Well done.
- I have used the publications countless times.
- Outstanding! Invaluable resource!
- The college directory is wonderful. Having a contact person at each school is very helpful.

Comments regarding project procedures or processes - - or any aspect of the project.

- Claire Chillemi has done a marvelous job with our students. She is insightful and thorough. It has been a pleasure to work with such a committed professional.

- The project has certainly produced excellent results - I have a bit of trouble reconciling the time spent with the numbers served, even though I clearly understand the purpose of the program.

- I think it would be a good idea to have more ongoing reviews of students and their process through the project and more time periodically to meet with the project personnel.

- Excellent value to students and their parents.

- Being new to my position, project was underway and I did not feel I could devote the necessary time to my side. I regret that it might have been inconvenient. I hope that in the next school year it will be improved.

- I have not had "constant" feedback on all aspects of the program but am now awaiting career assessment report results.

- I really enjoyed taking an active part in the testing process. It showed me that the school staff can informally conduct career assessments so as to include more students.

- It might be helpful to include juniors in the project or even sophomores. This would help them in making high school course decisions and give possible objectives to strive for.

- The results seem to justify the expansion of the program.

- I was very impressed with the career assessment report results. Good job Claire. I hope we can start this project earlier. We were very fortunate to have an intern from Northeastern University to help Claire in the administration of assessment materials. Without Lisa's participation, our school would not have been involved in the project. I hope we can get started in late September for the 1867-87 school year.

- A very impressive program. Report could include other recommendations geared to jobs to explore, or characteristics of suitable work environment, especially for those who are work bound.

- The project seems very well organized. Material printed and information given has provided a much needed service.

- This project has benefitted many students.

- Outstanding - - please continue.

- The project has been extremely helpful for me and my students. It's a real nice structural approach that makes the whole process of life after high school bearable.

- Again, I was not contacted by the project staff except to fill out a form regarding testing results/grades. A more coordinate effort would be useful to avoid duplicating services to students. I would have appreciated updates and/or the results of surveys as they came in.

- I feel that it organizes a student's strengths, weaknesses, and interests, but I am curious if it will actually be used in future placement.

- On the whole, we, at Wilmington High found participation in the project extremely helpful in terms of identifying realistic postgraduate placements for our students. Ms. Chillemi was very professional in her approach.

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DIRECTIONS FOR SUCCESS: A School-College Collaborative Project

Follow-up of 1985 High School Graduates
January, 1986

MAJOR FINDINGS

In January of 1986, phone interviews were conducted with 1984-85 participants to find out what they are doing and if the career assessment report helped them as they started school or work. A total of 44 (86 percent) of the 51 participants were interviewed over the phone.

The following trends emerged from the responses of 1985 graduates:

* Seventy percent (26) of the graduates who were contacted are attending school full-time or attending school and working part-time. Twenty-two percent (8) are working full-time;

* Seventy-seven percent of the students attending a college or university reported they passed (or expect to pass) all their first semester classes;

* Less than half the students attending school reported they shared their career assessment report with someone at school or disclosed they have a learning disability on a school form;

* About half the students indicated they told an instructor they have, or had, a learning disability;

* Slightly more than half of the students reported they received some special assistance or services;

* Over 75 percent of the students who are working reported they have had the same job since September of 1985. None report that their learning disability has given them any trouble on their job;

* Over 78 percent of the participants reported that having the career assessment done last year was a help to them;

* Seven of the eight juniors who were assessed are currently in the process of applying to colleges. There were no clear trends in their responses.

DIRECTIONS FOR SUCCESS: A School-College Collaborative Project

Follow-up of 1985 High School Graduates

January, 1986

MAJOR FINDINGS

In January of 1986, phone interviews were conducted with 1984-85 participants to find out what they are doing and if the career assessment report helped them as they started school or work. A total of 44 (86 percent) of the 51 participants were interviewed over the phone.

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MIDDLESEX COMMUNITY COLLEGE

DIRECTIONS FOR SUCCESS: A School-College Collaborative Project

Follow-up of 1984-85 Student Participants

BACKGROUND

DIRECTIONS FOR SUCCESS is a school-college collaborative project between Middlesex Community College and 15 area school districts that was initiated in September of 1984. The goal of the project has been to provide learning disabled students and their parents with career assessment services and access to information which will enable them to make workable, long range career plans.

During the 1984-85 school year, project staff worked closely with guidance and special education staff at the participating high schools to offer the following:

1. Assessment of learning disabled students at their high school to determine their interest and potential for employment, training, and education beyond high school;

2. Development of a computer assisted clearinghouse of information regarding the availability of support services and special programs at New England area vocational-technical schools, two and four year colleges and universities;

3. Development of a job resource file containing precise information describing the skills necessary to function in specific jobs in area business and industry.

A total of 51 students (approximately five students per district) completed the career assessment process with project staff. Students were selected by their high school staff.

In June of 1985, written feedback forms were sent to each student participant and his/her parents. Non-responding students and parents were then telephoned in August to find out if they would fill our and return a feedback form if a second one was mailed to them.

An FY1985 Evaluation Report was prepared and distributed to Advisory Group members at their first meeting this fall.

In January of 1986, participants were contacted by phone to find out what they were doing, and how useful the career assessment report was to them as they started school or work.

A total of 44 of the 51 student participants completed an interview over the phone. Specific breakdowns of interviews completed are as follows:

1984-85 Status	Total # Assessed	Total # Interviewed
Juniors	8	7
Seniors	43	37
Total	51	44

A summary of the responses of senior participants who graduated from high school in 1985 are reported on the following pages. Responses of juniors (currently seniors) have not been summarized because of the small number who participated during 1984-85.

DIRECTIONS FOR SUCCESS

Follow-up of 1985 High School Graduates

January, 1986

1. Summary of school/work activities since September, 1985:

a.	Attending school full-time	10
b.	Attending school and working part-time	16
c.	Started school, dropped out, now working	1
d.	Working	8
e.	Other (currently not working or enrolled in school)	2
f.	No response (we could not reach student)	6

2. Schools attending/attended before dropping out:

*	Middlesex Community College	9
*	Salem State College	3
*	Fitchburg State College	2
*	Northeastern University	1
*	University of Lowell	1
*	Sylvania Tech.	1
*	Wentworth	1
*	Roger Williams College	1
*	Massachusetts Bay Community College	1
*	University of Maine	1
*	Plymouth State College	1
*	Dean Junior College	1
*	Aquinas Junior College	1
*	New England College	1
*	Framingham State College	1
*	Vocational course at Arlington High School (student did not know name of program)	1

3. Number of students who said they thought they would pass all their courses (in some cases, students had received their final grades): 17

Number who reported they will not be passing all their courses: 6

Courses they thought they would not pass:

*	Sociology at MCC and Salem State	2
*	Microeconomics at MCC	1
*	English at MCC	2
*	Psychology & World Politics at Plymouth State	1

Number of students who were not sure if they were passing all their courses: 3

4. Number of students reporting they showed their career assessment report to someone at the college/university they are attending: 4

Number who did not show report to anyone: 22

Typical reasons for not showing the report included:

* Didn't think it was necessary (majority of responses)
* Wanted to "try it" on their own first
* Didn't need to
* Didn't think of it

Of the six students who reported they do not expect to pass all their courses, five indicated they chose not to share the career assessment report with anyone on campus. The one student who dropped out reported he did not show his report to anyone.

5. Number of students who said they disclosed they have a learning disability on a school form: 10

Number of students reporting they did not fill out a school form indicating they have a learning disability: 14

Number of students who were not sure if they indicated they had a learning disability on a form: 3

6. Number of students who reported they have told an instructor they have, or had, a learning disability: 13

Number of students who reported they did not tell any of their instructors they have, or had, a learning disability: 14

Typical reasons for not telling an instructor:

* No reason to tell them
* Wanted to do it on their own
* Did not want to be labeled
* Did not think to tell them

7. Number of students indicating someone at the college or university contacted them to find out if they needed any special assistance: 7

Number of students indicating no one contacted them to find out if they needed assistance: 20

8.

Student Status	Student rec'd at least one special or support service	Student rec'd no special or support services
* Students reported they were passing all courses (total = 17)	11	6
* Students reporting they were unsure if they were passing all courses (total = 3)	3	0
* Students reporting they were not passing all courses (total = 6)	2	4

Above summary does not include student who dropped out of school.

9. Types of support services used, and number of students who used them during their first semester. (total = 16)

a. Help in picking courses or registration (unclear if existence of learning disability guided help/advice). 14

b. Enrollment in special remedial courses in reading, math, spelling, writing or study skills (include courses open to any under-prepared student). 10

c. Help from a tutor who is a college/ university staff person. 9

d. Diagnostic testing to find out more about learning disability (unclear if testing was placement test given to all freshman). 8

e. Someone talked to instructor to explain learning disability. 7

f. Counseling from a college/university counselor. 6

g. Individualized courses offered through a Learning Center or Center for Individualized Instruction. 6

h. Someone took notes for student in class or gave him/her copies of notes. 6

i. Help from a tutor who is a college/ university student. 5

j. Instructor (s) gave student a longer time period to complete and turn in assignment. 4

k. Student taped course lectures. 3

l. Someone read text to student. 3

m. Instructor gave student a longer time period to take an exam. 3

n. Student took part in a summer orientation program to help him/her adjust to college (other than regular orientation activities). 3

o. Instructor dropped or substituted course requirements. 2

p. Student had exam questions read to them and they answered orally. 2

q. Instructor changed course requirements. 1

No students reported they obtained copies of their textbooks on tape.

10. Number of students reporting someone at the college or university helped them arrange the support services: 11

Number of students reporting they arranged their support services without help: 5

11. Number of students reporting they refused a support service (s) that was offered to them: 5

Typical reasons for refusing assistance included:

* Changed mind and didn't want tutoring
* Just didn't want to
* Easier to work alone then with someone
* Felt he could do work

12. Number of students who reported they asked for support services and someone said no, or did not follow through (do what they said they would do). 2

13. Fifteen of 26 students reported they have selected their major in school. The number of those reporting that their major is similar to the results of their career assessment report. 12

SUMMARY OF RESPONSES FROM INDIVIDUALS WORKING OR GOING TO SCHOOL AND WORKING

14. Current job titles of students working full-time or part-time.

Student in School (n = 16)	Not in School (n = 9)
(6) None given	(1) None given
(2) Library Assistant	(1) Nursery School Teacher
(1) Porter	(1) Secretary
(2) Gas Station Attendant	(1) Janitor
(1) Cleaner	(1) Sub-contractor
(1) Food Service Worker	(1) Warehouse Worker
(1) Warehouse Worker	(1) Personal Aid
(1) Grocery Clerk	(1) Food Service Worker
(1) Customer Service	(1) Cashier

15.

Number of hours worked per week	Student in School (n = 16)	Not in School (n = 9)
1 - 10	3	0
11 - 20	8	2
21 - 30	2	2
31 - 40 +	3	5

16.

Hourly wage	Student in School (n = 16)	Not in School (n = 9)
$3.50 - 4.00	4	1
$4.01 - 5.00	9	3
$5.01 - 6.00	1	1
$6.01 - 7.00	1	3
$7.01 - 8.00	1	0
Not specified	0	1

17. Individuals indicating they:

- like their job: 22
- Do not like job: 2
- Like their job sometimes: 1

18. Individuals reporting they have had more then one job since September, 1985: 5

Individuals reporting they have been at their current job since September, 1985: 21

19. Individuals reporting their learning disability has given them problems at their job: 0

RESPONSES BY ALL INDIVIDUALS

20. Number reporting that having the career assessment done last year was a help to them: 29

Number who said they were unsure if it helped: 4

Number who said it did not help them: 4

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